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| **Literacy Leader Job Description**  The literacy leader works with the principal and senior management team to “drive” effective literacy practice within the school. The personal qualities of the literacy lead teacher include enthusiasm for and interest in literacy, and the ability to effectively support colleagues in the teaching of literacy across the curriculum. | | |
| Key Roles | Aspects of the role | Actions and Responsibilities |
| **Establishes goals and expectations**: | * Working collaboratively to decide on school-wide literacy goals for improved student achievement so that there is clarity and consensus. * Setting, communicating and monitoring of literacy learning goals, standards and expectations * Formulating questions that enable teachers to reflect on the dimensions of effective literacy teaching practice * Discussing the next steps in literacy with teachers |  |
| **Strategic resourcing**: | * Aligning resource selection and allocation to priority teaching goals. * Provision of appropriate expertise through advice in staff recruitment. * Resourcing – buying and promoting of literacy resources including websites and professional readings |  |
| **Planning, coordinating and evaluating teaching and the curriculum**: | * Support and evaluation of teaching through regular classroom visits and provision of formative and summative feedback to teachers about effective literacy practice. * Communication – principal, staff, professional development providers, BOT, community * Helping teachers to gather and analyse classroom data on literacy progress and achievement |  |
| **Promoting and participating in teacher learning and development**: | * Participation with teachers in formal and informal professional learning. * Planning and running regular staff and department meetings * Discussing literacy initiative plans and progress with teachers * Helping teachers to identify areas for improvement in their literacy teaching practice * Helping teachers to integrate literacy approaches and ideas into their classroom practice |  |
| **Ensuring an orderly and supportive environment**: | * Protecting time for literacy teaching and learning * Advising on timetabling for teacher release * Building ongoing reflection time into staff or department meetings * Involvement in developing changes in school implementation plan, testing and recording systems |  |